

BTEC Tech Award 2022 in Performing Arts

Performing Arts

External Assessment:

Component 3 - Responding to a Brief



Sample Marked Learner Work

June 2024

Contents

Introduction	3
Pearson Set Task Summer 2024.....	4
Marked Learner Work – Production Arts – lower mark.....	6
Activity 1 Ideas Log.....	6
Activity 2 Skills Log.....	7
Activity 3 Performance Workshop.....	8
Activity 4 Evaluation Report.....	8

You will need to refer to the BTEC Reformed Tech award Performing Arts specification alongside these sample materials

[Performing Arts Specification](#)

Note:

The Pearson Set Task and the learner’s work used for this sample marked learner work are taken from the June 2024 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

Introduction

The following sample marked learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Each task/activity will show the learner's response, followed by comments by the Lead Examiner. Tips may be offered where relevant.

The marking grids for each task/activity are also included for reference.

Pearson Set Task

A museum is hosting a programme of performing arts events as part of its plans to attract a more diverse visitor base. The performing arts events aim to support participation in arts and cultural activities. All events will be free to attend and open to everyone.

The programme of performing arts events will include work from all performing arts disciplines. The museum is committed to being an inclusive place to visit and aims to attract visitors from all cultures and backgrounds.

You have been commissioned by the museum to take part in the programme of performing arts events. The museum has set the stimulus for the performance as:

‘Treasured Memories’

In response to this stimulus, you must work as part of a group of between three and seven performers and a maximum of four designers* if applicable.

You have to create a workshop performance (7 to 15 minutes) that communicates ideas and creative intentions to a specific target audience that is suitable for the celebration event. The aim of the workshop performance is to promote the event and to engage people with the performing arts.

During the task you must join in discussions and practical activities to shape and develop original material.

You should spend approximately eight hours working with your group developing ideas and rehearsing for the performance.

You will need to keep records of how you developed your ideas and skills to support your written submissions.

Performers must perform in the workshop performance.

Designers must pitch/present their ideas to the invited audience.

As a performer, you will need to perform as part of a group and work together applying skills and techniques to communicate the group’s creative intentions.

As a designer, you will present your design ideas showing how you applied skills and techniques to communicate the group’s creative intentions.

At the end, you will evaluate your workshop performance.

Sample Marked Learner Work

Production Arts – lower mark

Total Marks Awarded: 19

General Comments: Overall, this is self limiting as a response to the brief, as only some of the brief is taken into account.

Activity 1 (Ideas Log)

Assessment Objective 1: Understand how to respond to a brief

The concept and style of performance will be a performance of the development of women rights throughout time with a Brechtian style which encourages the audience to think about what is happening in the performance.

I will be the sound designer and the target audience for this will be everyone as this performance will go through out the decades this performance will target diverse audience as its about how women right progressed throughout different eras and this will present different on how women rights get to the point it is now.

Movement and speech are the resources that are needed for this performance is songs and there is a poem that is involved it is already a recording of a poem.

Are wok has been influenced by, Brechtian Epic theatre with simplistic set and costume, teaching the audience a message and using episodic structure to explore lots of different viewpoints. They use dance and break the fourth wall. My role within the group will be to play music and background sounds and effect.

Lead Examiner Commentary

The response is very limited in terms of how it responds to the brief or the chosen role. There is no real link to how the ideas will meet what is being asked for in the brief. Only a limited account of their own contribution within the group is given, apart from pointing to playing music and the background sounds and effects.

Mark: 2

Tip

Take time to explore the options for how best to respond to the brief. Break down the commission brief to clearly see the different elements that a good ideas log can respond to.

Activity 2 (Skills Log)

Assessment Objective 2: Select and develop skills and techniques in response to a brief

My role as a sound designer is to find and research songs that will fit and help improve the performance. The skills that I must use are knowing when and what sound to play at the right time, this is why I have created a cue sheet to help me know when the right sound must be played. I have researched and mind mapped the brief to know more about it. I have also talked with my group about it, and we all shared our ideas about the brief and what we knew about it the brief was museums, my group chose to do the rights for women throughout time. The skills I have used to use to meet the brief is by choosing music throughout history that represents women right/ power. As a designer I chose sound/music that would best fit the mood and help the actors get their message across with the poem playing in the background of the actors as they say it with the poet this creates emotion behind the poem and stands out to the audience. The other sounds/music helps the audience to understand that throughout history that women rights developed not just on documents but in music as well. I think the music/ sounds I have chosen for this piece helps show what the actors are trying to tell them and help them understand it as well as music helps show them what the message of the performance is.

I'd developed my skills and techniques by making quick changes and ensuring all my sounds were ready to be played in the right order. The way I developed my skills is that I practiced making the quick changes and made sure that the sounds were in the right order on my cue sheet and asked the actors if they wanted the sounds to be changed to make sure that the performance goes smoothly. I developed my skills by remembering the cues and what song/ sound they wanted.

My individual contribution to the group was sharing my ideas in the music/sounds and adding them to the group.

Lead Examiner Commentary

The skills log has some relevant detail, however the focus is more on the general development process and needs more focus on skills development associated with the role. There are partial connections between the skills and the intentions. There is a general connection to the brief but this is simplistic and does not cover the brief in full. The types of sounds being used is outlined with some general links to the skills and techniques a sound designer would use.

Mark: 5

Tip

Give attention to the development of skills and the 'how' they were adapted or developed. Keep a connection to the brief so the development phase refines the work in keeping with what is being asked for.

Activity 3 (Performance Workshop)

Assessment Objective 3: Apply skills and techniques in a workshop performance in response to a brief

Please find the Performance workshop presentation on the Pearson Performing Arts Website.

Lead Examiner Commentary

The learner presents ideas for their contribution as a sound designer. Ideas are presented in an appropriate manner and show some insight to the role of a sound designer. There is a clear attempt to explain their ideas and to make some links to the ideas the group is including in their piece, such as the different time periods. Reference is made to appropriate documentation used as part of the responsibility of a sound designer. The contribution made by the sound designer is evident in the performance and ideas are sufficiently realised.

Mark:7

Tip

Take part as a designer in the exploration of ideas phase so design ideas are fully embedded in the group performance workshop.

Better responses are those that have been explored and developed so themes and ideas and creative intentions are fully understood by the learner. The work should be likely to engage the commissioning body and be suitable for the identified target audience.

Activity 4 (Evaluation Report)

Assessment Objective 4: Evaluate the development process and outcome in response to a brief

The outcome of the performance met the requirements of the brief as the brief was about treasured memories in a museum so me and my group decided to do this and the theme, we went for with the brief was all about women's rights throughout time.

The development process for the performance is that me and my group mind mapped what we thought treasured memories were and then we listed some of the ideas of what treasured memory we could do from a museum and linked it to the brief. Once we had our idea, we started to mind map what we thought women's right was and what we knew about it as well this allowed us to know what each other knew about feminism.

The development what I did was the sound as my role within the group was sound designer this mean that I had to find appropriate sounds and share it with the group, and I also had to make a cue sheet so I could follow it and know what songs are needed and when they are needed and if they needed a fade in or out or a quick finish it would also tell me the cue for what volume the sound was needed.

The sound that I chose for the performance was well fitted into the performance as it went smoothly with what the performers wanted, and the outcome of the performance was good as the sound went great with the lights and it made the whole performance look well and I think the music that I picked brought the whole performance together with the acting lights and sound the end result of this I think turned out really well as the audience gave some positive feedback. I think the key strengths of my work were finding the sounds to fit into the theme of women's right

Lead Examiner Commentary

The learner presents an evaluation that comments on their individual contribution and refers to the piece as a whole. It makes reference to some of the key aspects of the brief. The report is descriptive rather than analytical, and further explanation and justification is required.

Mark: 5

Tip

Refer back to the creative intentions for the piece, and keep this in relation to the wider context of the brief. Balance the evaluation across the different stages of the work, including the exploration and development stages as well as the performance outcome.